DOCUMENT RESUME

ED 367 890 CE 066 042

TITLE	Retaining Reluctant Learners in ABE through the Student Intake Period.
INSTITUTION	Pennsylvania State Univ., Monroeville.; Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	30 Jun 93
CONTRACT	98-3036
NOTE	29p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; *Cognitive Style; *Dropout Prevention; Dropout Programs; Educational Attitudes; Guidelines; *High Risk Students; *Literacy Education; Models; Small Group Instruction; *Teaching Methods
IDENTIFIERS	353 Project

ABSTRACT

A project sought to determine if reluctant learners, about 30 percent of the adult basic education (ABE) population, can be retained in ABE classes through accommodations in the program structure and more effective teacher/counselor intervention. The project was based on earlier research findings that most ABE learners who drop out do so in the first 3 weeks and that often dropout is for attitudinal rather than situational factors. Four groups of five ABE students were selected and treated in one of four ways: a control group, a team approach, a small group approach, and a one-on-one approach. Learning style differences were also explored. The study found that the small group approach worked best. It also found that reluctant learners tend to be highly field dependent in their learning style. From the project, a testing/counseling intake program to identify ABE reluctant learners was developed; program referral guidelines for intake staff for reluctant learners were provided; and recommendations for teaching reluctant learners were written, forming the basis for learning style teaching techniques for reluctant learners. (Contains 18 references.) (KC)

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(TITLE PAGE)

Project Title: **RETAINING RELUCTANT LEARNERS IN ABE THROUGH THE STUDENT INTAKE PERIOD**

Fiscal Year: September 1/1992-June 30, 1993

Project: Number (contract no. 098-3036) Funding: $12,285

Project Director: B. Allan Quigley, Associate Professor and Regional Director, Adult Education, Penn State University. Phone: 412-836-1255

Agency Address: Penn State University, Center for Continuing and Graduate Education, 4518 Northern Pike, MONROEVILLE, PA. 15146 in co-operation with The Institute for the Study of Adult Literacy, Penn State University

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Description: We know that Reluctant Learners comprise about 30% of the at-risk ABE population during intake and can be identified in their consistent dispositional patterns. Unlike other students who quit ABE due to problems often beyond our locus of control (finance, health), RLs have attitudinal concerns which we can often address. This project sought to learn if RLs can be retained through 1) program structural accommodation and 2) more effective teacher/ counsellor intervention in ABE

Objectives: To: 1) develop a usable testing/counselling intake program to identify ABE reluctant learners, 2) provide program referral guidelines for intake staff for reluctant learners, 3) provide recommendations for teaching to reluctant learners, 4) form the basis for learning style teaching techniques for RLs.

Target: Administrators, counsellors, teachers/tutors

Products: Program recommendations and guidelines for intake referral with two referral test systems.

Evaluation: Evaluated by a four member Committee of Experts from Connelley Skills Center, Pittsburgh, and the Institute for the Study of Adult Literacy, University Park, PSU

Findings: Reluctant Learners can be identified during intake, verified with two instruments, and better retained using alternate programs and in-program referrals.

Conclusions: At-risk learners can be retained through in-program interventions.

Descriptors:

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Acknowledgements: I would like to thank Dr. Daniele Flannery for her assistance in the analysis of learning style data and input to this study. I would also like to thank Tom Werle, Regina Brooks, and Dr. Al Fascetti of the Connelley Skills Development Center for all of their generosity and help--now and in past projects. I would like to gratefully acknowledge the patience of Mary Frank of the Institute for the Study of Adult Literacy for her administrative assistance. Above all, I would like to acknowledge the students of Connelley Skills Development Center who gave their time and personal feelings in their commitment to this project. It is hoped that ABLE will be improved into the future from their efforts.

RETAINING RELUCTANT LEARNERS IN ABE THROUGH THE STUDENT INTAKE PERIOD

ABSTRACT: Retention is considered one of, if not the, most pressing problem in Adult Basic Education today. Approximately 1/3 of the student intake in major ABE Centers in metropolitan centers such as Pittsburgh (location of this study) are "at risk" of dropping out in the first three weeks. These at risk Reluctant Learners (RLs) can be identified through their consistent dispositional patterns. Unlike other students who quit ABE due to problems often beyond our locus of control (finance, health), RLs have attitudinal concerns which we can often address.

This project sought to learn if RLs can be retained through 1) program structural accommodation and 2) more effective teacher/ counsellor intervention in ABE programs.

INTRODUCTION:

1. Purposes and Objectives: Despite some success in recruitment through aggressive recruitment in recent years, student retention still remains a major concern in Pennsylvania with attrition rates at over 65% in many ABE programs and over 70% in many literacy tutoring programs. This proposal continued a line of previously 353-funded projects which investigated resistance to participation in ABE (Quigley, 1990) and reluctance to stay in ABE (Quigley, 1991).

In brief, the earlier findings point to the conclusion that: 1) The majority who drop out of ABE do so in the first 3 weeks, 2) that many of these students are deeply influenced by the perceptions they hold both of the ABE program and of themselves--perceptions shaped in large part by earlier schooling experiences, and, 3) this group enrolls in ABE with expectations of ABE which, if not realized early in the program, lead to disappointment and early dropout. ABE has a three week "at-risk intake period" phenomenon for purposes of retention.

These earlier findings are significant to the field since it means that those who leave in this period are not always quitting due to financial/situational (Cross, 1982) or even motivational problems, as much of the pre-1980 literature suggests (Fingeret, 1984). This research line has now been expanded and confirmed national and state studies, (Baldwin, 1991; Beder, 1991; Cervero & Kirkpatrick, 1990; Kirsch & Junglebut, 1986) which point to the major influence earlier schooling has on the decisions of adults, particularly

undereducated adults, to return to adult education.

To design a better counselling/teaching program in the first three at-risk weeks of ABE, we need to know if: 1) Certain incoming students whom we now know can be identified as potential RLs can be encouraged to stay. The hypothesis was that ABE might retain RLs by giving them what the previous research project (Quigley, 1990, 1991) consistently found them asking for, namely: more challenge and more teacher attention.

Significantly, it was found that RLs entered ABE with a higher level of belief (valence) in education even than those who persisted in the program and held higher levels of expectation of themselves that they would succeed than did persisters. Earlier research did not indicate that either race nor gender was significant in the decision to drop out (Quigley, 1987, 1990, 1991). Given RLs high motivation and their concrete, consistent, specific program requests, it would seem that more teacher/counsellor team support alone is worth testing--and this would have constituted the subject of a single study. But, what they ask for and what their behavior suggests is more complex than merely "more attention needed." RLs were also "loners"--quiet and removed when surrounded by peers in a larger classroom, but still quite able to relate well to one-on-one counselling, (compared to persisters). Thus, factors such as the classroom itself, too many peers, being singled out, being forced to move at a group pace, may all confuse such a simple study. Thus, while the more attention in the classroom hypothesis was tested, it was further hypothesized that varying degrees of teacher/counsellor attention and class size needed to be tested.

This study, therefore, tested for retention for RLs in ABE through different classroom models determine if different classroom or counselling/teacher treatments are better than others. If certain approaches which can be used at virtually any ABE center are better for some RLs than others, we would be able to stream RLs more effectively according to their needs for a more flexible, more fully effective program.

In the identification of "Reluctant Learners" (RLs) it was found that they may enter ABE with a high belief in the value of education and expect ABE to be like school--the one thing they know--but they appeared to want it to be much better than school. RLs display early withdrawal behavior patterns in ABE, soon becoming reluctant to engage in programs, and they

quietly drop out for no apparent reason other than "not motivated." They said it was for mainly "lack of attention" form teachers.

What distinguishes Reluctant Learners from other students or other dropouts? As found in the earlier studies, specifically, back in school: 1) RL's had little interaction with their teachers--the same is the case in ABE; 2) RLs had considerable interaction with counsellors back in school--the same in ABE; 3) they were "underchallenged" in school--and ABE; 4) they felt "ignored" by teachers in school, and again in ABE; 5) RL's had few friends in school--a recurring pattern in ABE--and 6) the RLs had little outside support from family or friends in school or, again, in ABE.

Thus, we know RLs exist and can be identified in that they display consistent dispositional and behavioral patterns arising in large part out of their experiential background. This is a hopeful finding. Unlike other students who quit ABE due to problems often beyond our locus of control (e.g., situational problems), these have attitudinal/experiential concerns which we as educators should be able to address. The question is,"How?"

This project sought to learn if RLs can be retained through 1) program structural accommodation and 2) more effective teacher/counsellor intervention in ABE programs. To the extent that this is a study which can be replicated in other settings, it is projected that as many as one-third in the initial three week drop-out period--the largest single attrition point in ABE programs--can be retained longer. If such students can be retained longer, there is some hope that they can be assisted more effectively through these programmatic and counselling changes.

How they learn, what curricula to use, etc. was beyond the scope of this study--the question here was if RLs could be retained in ABE.

2. Time Frame: This project took place over the period: Sept. 1992 to June, 1993 with the actual student observation at the Connelley Skills Center in Pittsburgh, PA. over the period of February 1993-June 1993 and the analysis of data in June with the write-up of data in August, 1993.

3. Key Personnel: The Director of the project was Allan Quigley, Associate Professor and Regional Director, Adult Education, Penn State and his Research

Assistant was Roberta Uhland, Doctoral Candidate at Penn State. Project assistance was given by Mr. Tom Werle and Regina Brooks, both of Connelley Skills Center. Support was provided throughout by Dr. Al Fascetti, Principal of Connelley Skills Center. Administrative assistance was provided by the Institute for the Study of Adult Literacy, Penn State University and, in particular, Mary Frank.

4. Target Audience: Administrators, counsellors, teachers, also policy-makers and researchers.

5. Permanent copies of this report may be obtained for the next five years at the following addresses:

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and

·AdvancE
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REPORT

6. Problem Statement: If the vast majority of those who quit ABE programs do so in the first three weeks, and if we can identify and verify reluctant learners, as indicated earlier, what interventions can be attempted to keep them in the program longer? Simply put, all the resources and teacher training will not help ABE retention if 1/3 of the population is affected by earlier schooling and teachers. Added resources will be of little help if the approx. 1/3 or the ABE dropout is based on reluctance which requires special counselling and programmatic attention.

7. Goals and Objectives: As discussed above, to determine if programmatic and counselling alternatives can assist in retaining at risk Reluctant Learners longer in programs.

8. Procedures Overview:

Based on earlier, this study at Connelley Skills Center tested incoming ABE students who were from basic literacy to below pre-GED (ie., the 1-10 equivalency area). Four groups of 5 Reluctant Learners (RLs) per group were identified through the intake process. They were identified and separated with the Prior Schooling and Self-Perception Inventory successfully developed out of earlier 353 research (Quigley, 1990, see Appendix A) which identified experiential background

and expectations relative to ABE. For verification of RLs, the Group Imbedded Figures Test for field dependence/
field independence was administered to more clearly distinguish personality traits. Field dependence is thought to mean higher levels of a need to belong, peer acceptance, the need to see a "fit" among externally perceived objects, a need to belong. Field independence is often thought to be the opposite--less need for acceptance, for "fit", for belonging, and more introversion in personality.

Group One was the CONTROL GROUP which was tested with the intake instruments but received no treatment. These 5 were referred to regular classes as always to see how long they would stay in the program.

Group Two was the TEAM APPROACH group. These 5 RL's went to regular classes but with a counsellor-teacher team strategy to provide increased academic attention.

Since earlier research indicated that RLs wanted more teacher attention yet went to the counsellor more than any other individual for assistance, this approach gave both teacher and counsellor assistance to this group.

The Third Group was the SMALL GROUP APPROACH group. These 5 were separated and referred to a small group teaching model (e.g., approx. 5-6 in these classes at Connelley). These RLs did not comprise their own small group, they were simply placed into the small group setting in Connelley's classrooms. Treatment #2). Here the question was if more peer group interaction would make a difference.

The Fourth Group was the ONE-ON-ONE APPROACH group. Here, 5 were separated and referred to one-on-one tutoring (Treatment #3). These were basic literacy students in the one-on-one tutoring classes and the question was if more complete teacher attention would make a difference to retention here?

One further variable was considered to be at work besides experiential attitude and personality. It was further hypothesized that difference in learning style may exist. While the Schooling Inventory and the Imbedded Figures test provided some learning style data, an added learning style and strategies test was applied (Learning Style Assessment Scale, Flannery, 1989) to determine if global-analytical learner style differences exist, as recent research by Flannery would suggest.

9. Objectives Met:

·The three treatment groups of 5 per group were conducted as was the control group of 5.

·The two instruments proved effective for both identifying and verifying RLs in ABE.

·Students who were in the treatment groups were retained longer than those in the control group.

·The proposals made here hold promise for referrals in-program for RLs and it is estimated that these changes could impact as much as 30% of the at risk population in ABE in the first 3 weeks.

·An unanticipated outcome was the very high field dependency levels of the RLs. In virtually every case the EFT result was considerably higher than normal.

·Based on a small sample of these RLs, the learning style appeared to be global more than analytical and these, interestingly, correlated highly with the degrees of field dependency (see Findings). Four subjects were interviewed and the interview transcripts analyzed by Dr. Daniele Flannery for global vs. analytical learning styles. This was only to be an indication of leaning style and a secondary aspect of the study only. Sufficient, it was hoped, to see if further research was warranted on learning style with RLs. Of the four, those with high field dependence showed high global learning style characteristics (see Findings below). This would suggest sufficient reason to explore learning style differences with this group.

10. Negative Objectives or Objectives Unmet:

·All objectives were met, however, it had been anticipated that 10 RLs would be placed into each of the 4 groups. Unfortunately, this proved inadvisable since Connelley had been experiencing an influx of gang members into the ABE program. The administration was trying to limit the numbers of these gang members. This project was advocating the possibility that RLs would be gang members and, inadvertently, could increase the numbers of gang members in the Center. Thus, to limit this possibility, only 5 per group was selected (e.g., 20 overall).

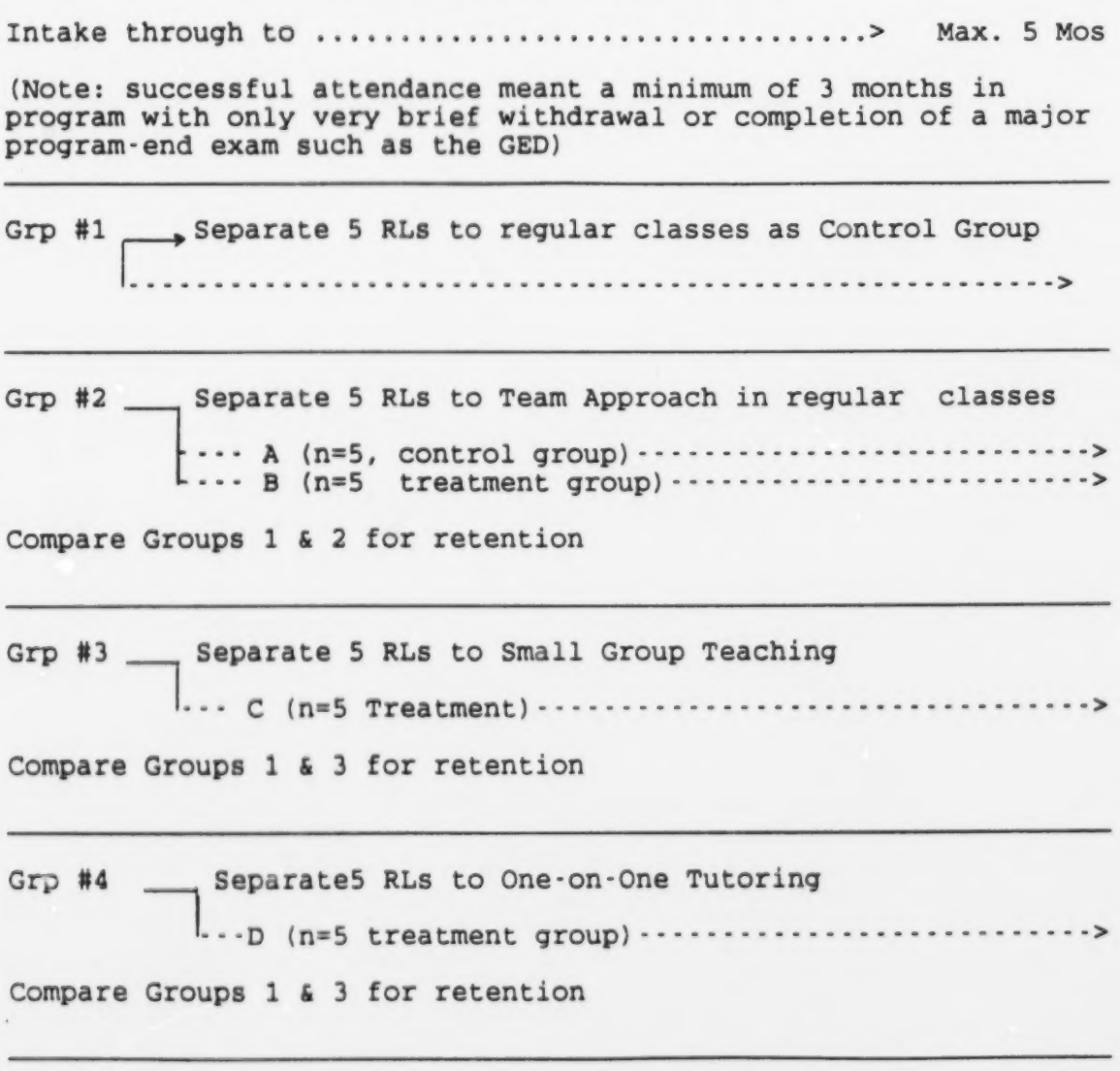
11. Instrument, Methodology, Findings

A. Instrument(s): Two instruments were employed in this study: 1) the Prior Schooling and Self-Perception Inventory (Quigley, 1993; Appendix A) and , 2) The Embedded Figures Test (Consulting Psychologists Press).

B. Methodology: Using a 3 control group pre-test design (Campbell & Stanley, 1963) at Connelley Skills

Center (as in Figure 1, below):

FIGURE 1
RESEARCH FLOW CHART


Intake through to .....> Max. 5 Mos
(Note: successful attendance meant a minimum of 3 months in program with only very brief withdrawal or completion of a major program-end exam such as the GED)
Grp #1
Separate 5 RLs to regular classes as Control Group
Grp #2
Separate 5 RLs to Team Approach in regular classes
A (n=5, control group)
B (n=5 treatment group)
Compare Groups 1 & 2 for retention
Grp #3
Separate 5 RLs to Small Group Teaching
C (n=5 Treatment)
Compare Groups 1 & 3 for retention
Grp #4
Separate5 RLs to One-on-One Tutoring
D (n=5 treatment group)
Compare Groups 1 & 3 for retention

·This study first recognized RLs based on their behavior at the first interview coming into the Connelley Center. They were observed to be: Withdrawn, reluctant to engage in discussion, tentative in their answers, not making eye contact, sullen, hostile, reluctant in attitude. These were the "at-risk" students which the in-take counsellor could easily recognize.

·This group , like all incoming students, was asked to wait until there was an opening at the Center--typically 1-4 weeks. The RLs wee interviewed again but now by a different counsellor who talked with them, re-established that they exhibited the characteristics mentioned, and administered the Prior Schooling and Self-Perception Inventory. This instrument gave a basis for discussion around the RLs past and their expectations for their future in this program (see Appendix A).

· Having determined that certain intake students in fact fit the profile of the RL, the Graduate Assistant administered the Imbedded Figures Test to further verify and gain information on personality. A number of these were later interviewed separately by the Graduate Assistant and the taped interviews were analyzed by Dr. Flannery for learning style analysis.

· RLs were placed at random into the four various groups over the course of approx. 2 months--the respective control groups and three treatment groups.

C. Findings:

C.1 Summary of RL Data on Retention:

· Observation of the 3 treatment groups as compared with the control group of RLs took place over the Feb.-June period.

Independent variables across the treatments were: Class size and teacher attention (class size is in inverse proportion to teacher contact). The dependent variable was retention in ABE, compared to each control group.

The 20 RLs selected through 3 stages of verification were placed at random in the control and the 3 treatment groups. Their attendance was as shown below on Table 1:

TABLE 1

NAME[1]	AGE	RACE	SEX	DAYS[2] IN	TEST DATE	EFT RESULT	COMMENTS
(Note: successful attendance is 3+ mos. e.g., 60 days, or completion of final tests such as the GED tests)							
				CONTROL GROUP			
Sean	23	bl	M	14	3/19	112	Chronic alcoholism, Gang member, quit after gunshot wound to arm
Vincent Probation*	25	bl	M	56	3/19	69	Given court
Desmond	18	bl	M	57	4/2	95	Terminated due to Attendance problems Gang member
Aaron	20	bl	M	31	--	--	Terminated after 10 absences.
Adam	18	bl	M	4 mos+		109	Court Probation* Gang member Discipline problems

CONTROL GROUP EFT TEST MEANS = 96.3, Male = 96.3, female = n/a

Control Group Analysis: None of the control group successfully completed the program voluntarily. All either quit, were terminated or had their status changed thus becoming participants* under a mandatory order.

---

[1] Note, fictitious names are used throughout

[2] Days in the program means days registered. Actual attendance was often less than those registered.

The control group was compared to the three treatment groups, as shown below in tables 2, 3 and 4:

TABLE 2

TREATMENT GROUP ONE: TEAM SUPPORT

NAME	AGE	RACE	SEX	DAYS	TEST	EFT	COMMENTS
Wilbert	**24**	**bl**	**M**	**56**	**3/19**	**119**	**Successfully passed** GED
Carlton	18	bl	M	10	3/19	156	Quit because girlfriend transferred to another class
Toia	20	bl	F	16	3/19	167	jailed
Khaleel	17	bl	M	3	3/19	--	Quit to take job
Dennis	28	bl	M	5	5/3	--	Gang member didn't complete test

TREATMENT GROUP 1 EFT TEST MEANS = 147.3, Male= 137.5, female= 167

Team Support Analysis: One (Wilbert) successfully completed the GED. Based on this study, this approach may hold promise but needs to be replicated with another group.

TABLE 3

TREATMENT GROUP TWO: SMALL GROUP APPROACH

NAME	AGE	RACE	SEX	DAYS	TEST	EFT	COMMENTS
Thomas	**24**	**bl**	**M**	**aprox. 80**	**3/19**	**105**	**Successful over** 3 mos. period Learning disability
Mary	**26**	**wh**	**F**	**aprox. 80**	**3/9**	**180**	**Successful over** 3 mos. period
Walter	**36**	**bl**	**M**	**29**	**4/14**	**98**	**Successful.** Terminated for absences but returned on own after short hiatus and completed 3+ months
Gloria	33	bl	F	28	--	--	Never tested Terminated for absences
Dave	18	bl	M	12	--	--	Quit Gang member

TREATMENT GROUP 2: EFT TEST MEANS= 167, Male= 101.5, female= 180

Small Group Analysis: Three (Tom, Mary and Walter) completed over 3 months period of attendance. This approach holds the greatest promise due to the paired learning and peer support observed in the classes, including the support to remain in the program.

TABLE 4

TREATMENT GROUP THREE: ONE ON ONE TUTORING

NAME	AGE	RACE	SEX	DAYS In	TEST Date	EFT	COMMENTS
Augustus to	27	bl	M	12	--	--	Learning disability Could not remember come to school
Jose	**22**	**his**	**M**	**aprox 80**	**4/2**	**151**	**Completed 3 mos.** Gang member discipline problem
Pris	**28**	**Wh**	**F**	**aprox 80**	**4/14**	**80**	**Passed GED**
Anthony	23	Bl	W	15	5/15	122	Terminated for absences
Kenneth	34	Bl	Bl	12	--	--	Terminated for absences

TREATMENT GROUP #3 EFT TEST MEANS= 11.7, Male test mean= 136.5, female= 80

One On One Group Analysis: Two (Jose and Pris) completed more than 3 mos. or passed the GED. This holds promise but needs to be replicated with more students. Includes basic literacy and ABE.

EFT overall male EFT mean= 103.3, overall female EFT mean= 142.3

C.2. Analysis of RL Data on Retention:

The small group approach proved to be the most promising with 3/5 successfully completing in this study. The team approach with 1/5 and the tutoring with 2/5 proved more successful than the control group and it could be suggested that any of these is more successful than the traditional approach for reluctant learners.

It is noteworthy how high the results of the Embedded Figures Test were for this group. According to the Embedded Figures Test Manual (Witkin et al., 1971, p. 19) Norms for College age students such as these should appear as follows. Scores in the 93.3 - 117.9 range for males indicate chronological ages of 10 -11 years;

scores of 126.9 - 111.8 for females indicate chronological ages of 10 -11 years. Note how high the scores are per group and overall as compared to the norms:

TABLE 5

EMBEDDED FIGURE TEST STANDARD NORMS COMPARED TO MEANS IN THIS STUDY

Witkins Embedded Figures						Study Results		
Age	Sex	N	Mean*	S.D.	//	Age	Sex	N Mean*
						CONTROL GROUP		
College	M	51	45.5	28.5	//	18-25		4 96.3
	F	51	66.9	33.6	//	n/a		n/a n/a
						TEAM APPROACH		
College	M	51	45.5	28.5	//	17-28		2 137.5
	F	51	66.9	33.6	//	20		1 167.0
						SMALL GROUP APPROACH		
College	M	51	45.5	28.5	//	18-36		2 101.5
	F	51	66.9	33.6	//	20		1 180.0
						ONE ON ONE APPROACH		
College	M	51	45.5	28.5	//	22-34		2 135.5
	F	51	66.9	33.6	//	20		1 80.0

* Seconds per item

C.2 Summary of Data on Learning Style:

Four subjects were interviewed for approximately 20 minutes to gain their thinking and articulation

patterns on the subject of past schooling and their current program. The interview transcripts were analyzed for global vs. analytical learning styles. This was only to be an indication of leaning style and a secondary aspect of the study only, sufficient, it was hoped, to see if further research was warranted on learning style with RLs. Of the four, those with high field dependence showed high global learning style characteristics, as below:

TABLE 6

LEARNING STYLE CORRELATED TO FIELD DEPENDENCE

NAME	EFT MEAN	FIELD DEPENDENCE	COMMENTS
Jose	151	Very high. Given 7 on 1-7 scale	·Highly subjective perspective ·Random thinking ·Little idea sequencing ·No answer structure
Adam	109	High. Given 5 on 1-7 scale	·Random thinking ·Subjective perspective ·Circular logic
Walter thoughts	98	High. Given 4 on 1-7 scale	·Sequenced ·Logic in answers ·Can be global
Pris style	80	Low. Given 2 on 1-7 scale	·Analytical ·Logical ·Objective thinking

11. CONCLUSION AND RECOMMENDATIONS:

Based on this study:

a) The small group approach appeared somewhat more successful than the other two treatments--team support or one on one. However, it is important to note that any of

the three treatments were more successful than the "sink or swim" traditional classroom method for the reluctant learner.

b) It is suggested that the ability to identify and refer RLs to alternative program choices is important if we are to improve retention. It is also suggested that the contact with the counsellor and, particularly, the contact with peers in the small group setting is more significant to the highly field dependant than previously thought. For reasons of past schooling trauma and for reasons of high field dependency, it is suggestd that more peer support be given to RLs. It is suggested that more attention by counsellors be given (as supported in earlier research). This is especially obvious given the very high field dependence of most of the RLs here--meaning a need to have organization of the field or environment, a need for articulation, typically needing acceptance of peers, needing to belong, extroversion is associated with this personality. This area warrants further study--particularly as it shows patterns with learning style..

13. APPLICATION OF FINDINGS:

ABLE programs, from the very small to those larger ones like Connelley Skills where the research was conducted would profit from identifying Reluctant Learners upon intake. RLs perspective and past experiences can be discussed on intake with the Inventory attached and their personality characteristics, if needed, can be analyzed with the Embedded Figures Test.

These students are potential dropouts in the first three weeks--not because they are unmotivated, strictly speaking, but because of the experiences and personalities they bring with them. It is suggested that a lot of teacher care and attention ("TLC") will be of little help with RLs. Teachers were the problem before--they are symbols of the past for RLs today and little in the first 2-3 weeks will change that for most RLs. The Inventory can be an on-going point of discussion of progress for both teachers and counsellors. RLs "trust" counsellors (see Quigley, 1991) and they seem to be better retained with small group although team support and one on one were improvements on the traditional classroom.

Most programs can give more intake counsellor attention and teacher support to specific individuals (by taking time from obvious persisters if necessary). Some can

try for smaller classrooms (e.g., 5-6 in a class). It is suggested that peer support groups should be tried as well.

Since RLs make up as much as 30% of the intake and this area is largely attitudinal-based, we need to pay special attention to this group. More structured counsellor attention and different in-class models appear to have promise.

14. FURTHER STUDY NEEDED:

This study would profit by being replicated with a larger sample and repeated in another urban setting. It would profit by having a closer follow-up with the team support approach under different conditions. Further work on learning style and RLs appears to be warranted as well.

15. DISSEMINATION OF FINDINGS

Results are disseminated through AdvancE, state conferences (e.g. PAACE), through publications in the literacy and adult education field, and national research/literacy conferences by investigators. It is hoped this also will become the basis of teacher/counsellor training workshops in PA.

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APPENDIX A

PRIOR SCHOOLING AND SELF-PERCEPTION INVENTORY

Learner Name: _____ Observer: _____

Date: _____

PRIOR SCHOOLING and SELF-PERCEPTION INVENTORY

1. How valuable do you believe this program will be for you?

1 2 3 4 5 6 7

2. How different do you think this program will be from school?

1 2 3 4 5 6 7

3. How well will you do in:

Math?	1	2	3	4	5	6	7
Reading?	1	2	3	4	5	6	7
Social Studies?	1	2	3	4	5	6	7
Science?	1	2	3	4	5	6	7

4. In school, how well did you do in:

Math?	1	2	3	4	5	6	7
Reading?	1	2	3	4	5	6	7
Social Studies?	1	2	3	4	5	6	7
Science?	1	2	3	4	5	6	7

5. How helpful will:

The teachers be here?	1	2	3	4	5	6	7
The counselors be here?	1	2	3	4	5	6	7
Your friends at home be?	1	2	3	4	5	6	7

6. Back in school, how helpful were:

The teachers?	1	2	3	4	5	6	7
The counselors?	1	2	3	4	5	6	7
Your friends?	1	2	3	4	5	6	7

7. How easy do you think it will be to make friends here?

1	2	3	4	5	6	7

8. How helpful do you think these new friends will be?

1	2	3	4	5	6	7

9. How easy was it to make friends in school?

1	2	3	4	5	6	7

10. Right now, if I had to say how I think I will do in this program, I would say:

1	2	3	4	5	6	7

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